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ABSTRACT

The urban teacher recruitment challenge documented in this report is the harbinger of potentially more serious nationwide shortages to come. The need for teachers of color in America's schools has already reached critical proportions. Data in this report were collected as part of a broad-based commitment to improved teacher recruitment and development by Recruiting New Teachers, Inc. (RTC) and its Urban Teacher Collaborative partners. In 1995 RTC mailed surveys to human resources administrators and superintendents in districts that are members of the Great City Schools. Thirty-nine of the 47 districts responded. Their responses indicate that special education is the teaching area in greatest demand, followed by science, mathematics, bilingual education, elementary education, and English as a second language. Districts were asked about the ways they try to recruit teachers. Some 76.9% of districts allow noncertified teachers to teach and 43.6% offer programs designed to prepare teacher aides for licensed teaching positions. The majority of districts also offer opportunities for middle and high school students to explore careers in teaching. A survey responded to by 39 of the 50 Great City Colleges of Education profiled efforts to recruit minority students and described special placement programs to interest graduates in urban teaching positions. Results of both surveys confirm the immediate and anticipated demand for new urban teachers, especially teachers of color and language minorities. (Contains 14 graphs.) (SLD)

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A report on teacher recruitment and demand in selected Great City Schools

Prepared by
Recruiting New Teachers, Inc.

on behalf of
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May, 1996

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The Urban Teacher Challenge:

A report on teacher recruitment and demand in selected Great City Schools

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by
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Preface

America's Teacher Recruitment, Development and Diversity Challenge

The central issue for the United States as it approaches the 21st century is the development of its human capacity. Ironically, even though schools are the front line for meeting this challenge, the nation has historically paid scant attention to the development of education's own human resources—its teachers and administrators.

Today, however, the twin imperatives of demographic need and education reform make it essential that the nation adopt new and more effective strategies to recruit, select/hire, and induct its teacher workforce. Without improved teacher recruitment and development practices, this nation will fail to build the qualified, diverse, and culturally sensitive teacher workforce that today's and tomorrow's classrooms demand.

Nowhere is the need to create more coherent and effective career corridors into teaching more urgent than in America's largest urban school districts, which face the most demanding teacher recruitment, development, and diversity challenges. The 47 districts represented by the Council of the Great City Schools educate 13.1% (some 5.5 million) of America's students—but 40% of the nation's low-income students and 42% of its limited English proficient (LEP) youngsters. As students of color and language minorities continue to grow in number (74.7%) in urban schools, the diversity of the urban teacher workforce (37.9%) is falling farther and farther behind. Moreover, urban schools find it difficult to recruit qualified teachers regardless of background:

— Nearly a quarter of central city schools had vacancies they could not fill with a qualified teacher, even in the recession-plagued year of 1991;

— Schools with high minority enrollments had the greatest difficulty finding qualified teachers;

— Students in inner city, high-minority schools have

only a 50% chance of being taught by a qualified science or math teacher.[1]

The urban recruitment challenge documented in this report is in many ways a storm petrel—the harbinger of potentially more serious nationwide shortages to come throughout the 1990's and into the first decade of the 21st century. For example, according to a report by Dr. Linda Darling-Hammond, more than 200,000 teachers will need to be hired annually over the next decade in response to increasing teacher retirements and rising student enrollments—at a time when the nation's teacher development pipeline is only producing between 100,000 and 150,000 new teachers per year.[2]

In fact, the need for teachers of color in America's schools has already reached critical proportions. While America's school-age population is becoming more multicultural and multiethnic in make-up, its teaching workforce lags woefully behind. Today, teachers of color make up 13.5% of the nation's teaching force, while children of African-American, Hispanic, Asian, and Native American descent make up nearly one-third of the school-age population. Schools urgently need more teachers of color for several reasons: to serve as role models for children of all ethnic and cultural backgrounds; to bring the perspectives of diverse life experiences to the challenges of teaching and learning; and to create school communities that reflect the values of our pluralistic society.

By according insufficient attention to the capacity, quality, cultural sensitivity, and diversity of its teacher workforce, the United States puts all of its various education reform and restructuring efforts at risk—because improved student performance will only result from effective teaching by a diverse workforce of qualified, committed teachers. Achieving such results not only requires revamped pre-service and in-service preparation programs, but improved outreach and information service systems, and more coordinated approaches to teacher recruitment, preparation, induction, and professional development at the local, state, and national levels.

The data reported in this survey were collected as part of a broad-based commitment to improved teacher recruitment

and development by Recruiting New Teachers, Inc. and its Urban Teacher Collaborative partners. Notwithstanding, the survey results should serve as a wake-up call to the American people.

The teacher recruitment, development, and diversity challenges the nation faces provide a unique opportunity to help reshape the profession that shapes America's future: to ensure that teaching's next generation is the most qualified, diverse, and culturally-skilled the nation has ever known. Urban school districts and colleges of teacher education are responding to these challenges with creativity and commitment. Their efforts deserve wider support and replication--and real resources to ramp promising innovations up to scale.

David Haselkorn, President
Recruiting New Teachers, Inc.

Notes

[1] Darling-Hammond, Linda. (November 1994). "The Current Status of Teaching and Teacher Development in the United States." Background paper for the National Commission on Teaching and America's Future.

[2] *Ibid.*

Introduction

This report highlights results from recent surveys of urban school districts and colleges of education on the recruitment, preparation, and selection of teachers and prospective teachers. The surveys were conducted by Recruiting New Teachers, Inc. (RNT) under the auspices of the Urban Teacher Collaborative (UTC), an initiative to improve the quality, diversity, and cultural sensitivity of the nation's urban teacher workforce. The UTC was formed in 1994 by three national organizations: Recruiting New Teachers, Inc., a non-profit organization working to build the nation's teacher workforce; the Council of the Great City Schools, a coalition of the nation's 47 largest urban public school systems; and the Council of the Great City Colleges of Education, which comprises more than 60 of the schools of education serving those cities.

RNT conducted surveys of Great City member school districts and colleges of education to identify the following:

- *Recruitment and selection efforts of Great City schools and colleges, particularly those that promote access to and retention in teaching or teacher education;*

- *Areas of greatest teacher demand among Great City school districts;*

- *Opportunities to enter teaching or teacher preparation in Great City schools and colleges for ethnic and language minorities, mid-career changers, recent college graduates, and other non-traditional candidates;*

- *Demographic profiles of Great City schools and colleges.*

Great City School District Results

In 1995, Recruiting New Teachers mailed surveys to all Great City school district human resources administrators and superintendents. Thirty-nine of the 47 districts responded to

the survey. Every returned survey was followed-up by phone contact to verify and/or clarify answers. The survey consisted of fifteen (15) multi-level questions on topics including demand for new teachers, recruitment strategies, recruitment and selection criteria, and district demographics. Key findings include:

Demand for New Teachers

Districts were asked about both immediate and anticipated demand for teachers or new hires in specific teaching areas and grade levels within teaching areas (see figure 1). Special Education is the teaching area in greatest demand (84.6%), followed by Science (69.2%), Math (66.7%), Bilingual Education (64.1%), Elementary Education (53.8%), and English as a second language (ESOL) (48.7%). There was little immediate demand expressed for English (7.7%) or Social Studies (2.9%) teachers. However, in some teaching areas in which there was little or no immediate demand, districts anticipate demand to pick up over the next five years. For example, 17.9% of districts anticipate a demand for Social Studies teachers and 35.9% anticipate a demand for English teachers (see figure 2).

In teaching areas that go across grade levels, demand was relatively consistent. For example, districts expressing immediate demand in Special Education listed K-3 (66.7%), 3-6 (71.8%), middle school (76.9%), and high school (74.4%). Teachers of color (92.3%), male teachers (84.6%), as well as teachers of bilingual/multicultural backgrounds (66.7%) represented three other areas of striking immediate district demand (see figure 3).

District Recruiting Strategies

Districts were asked if they had developed special recruitment programs designed to meet their teaching area or demographic demand for teachers. Those that have developed strategies were asked to identify and describe them. About 85% of districts answered that they do make special efforts to recruit in high-demand areas. The most common types/forms

of recruitment strategies are special recruitment efforts at colleges and universities generally (74.4%) and recruitment efforts at historically Black and/or Hispanic universities in particular (69.2%). However, a full range of strategies is being employed by districts to recruit teachers (see figure 4). The following are two examples of such innovative programs:

- **Saint Paul Public School District #625** has two recruitment programs designed to develop new teachers of color. The Collaborative Urban Educator (CUE) Program (which is a partnership with the **Minneapolis Public Schools**) recruits graduates from local colleges and universities and offers alternative certification routes to them. The Uplift Project revises the student teaching requirements and offers tuition reduction to potential teachers of color.

- The **Pittsburgh Public Schools**' Grow Your Own Program is a Pittsburgh high school recruiting project. The program offers loan forgiveness options and induction support in an effort to reach and attract their own students to teaching.

Developing Pathways into Teaching

Districts were surveyed about their efforts to expand the pipeline into teaching through various programs, strategies and resources. A series of questions was asked about school/university collaboration, non-certified teachers, opportunities for paraeducators to become teachers, and precollegiate teacher recruitment programs (see figure 5).

- 53.8% of districts surveyed work in collaboration with a college or local teacher union to offer programs for non-traditional teacher candidates to meet state certification requirements. For example, **Jefferson County Public Schools** participate in the ACES program with Kentucky State University. Individuals with a degree who have extensive work

experience with younger children can do on-the-job training leading to certification and a job.

- 76.9% of districts surveyed allow non-certified teachers to teach. The most common conditions under which non-certified teachers can teach are emergency license (63.3%), long-term substitute (40%), provisional license (33.3%), and internship or apprenticeship (26.6%).

- 43.6% of districts offer programs designed to prepare paraeducators (teacher aides) for licensed teaching positions. **Houston Independent Schools** gives tuition reimbursements (up to 100%) and money to buy textbooks to currently-employed paraeducators through the Early Entry Program. The paraeducators are required to seek certification in high-need subject areas and are asked for a commitment to teach at least three years in the district.

- 76.9% of districts offer opportunities for middle and/or high school students to explore careers in teaching. The Teaching Professions Academy in the **District of Columbia Public Schools** is a four-year college preparatory program for students interested in a career in education. Students engage in a demanding course of study from grades nine through twelve and take specially designed education courses. They get the opportunity to work with teachers in local child development centers in Takoma and Whittier Elementary Schools. Students also have their own simulated teaching laboratory called the Little Red Schoolhouse.

Teacher Recruitment and Selection

Recruiting New Teachers and the UTC have a growing interest in what schools need in order to more effectively recruit new teachers and what criteria schools consider when evaluating teacher candidates during the

selection process. Respondents were asked about their needs and criteria in order to gain a more complete understanding of district hiring priorities and recruitment needs.

We first asked districts to assess the degree to which a range of teacher selection criteria are useful in selecting quality teachers (see figure 6). Responses were rated on a five-point scale ranging from "least useful" (1) to "most useful" (5). Every respondent rated student teaching assessment (if applicant is a new teacher) and recommendations of previous employers (if applicant is an experienced teacher) as very useful (either 4 or 5). Other criteria commonly cited as very useful include: structured interviews that assess aptitude/characteristics (87.1%); informal interviews conducted by school practitioners (74.3%), and observations of classroom performance (69.3%). Traditional selection criteria, such as college GPA, and grades in specific college courses, were cited as useful by just over half of the districts (56%), while only 41% cited test scores, such as the NTE, as useful. In fact, 25.6% of districts rated test scores as not useful (1 or 2). Other criteria rated not useful were videotaped sample lessons (43.6%), parent involvement and recommendations (33.3%), and grades in specific college courses (12.8%).

Districts were also asked to assess the degree to which additional information on selected areas of human resource management would be helpful to their teacher recruitment efforts (see figure 7). Responses were rated on a five-point scale ranging from "least helpful" (1) to "most helpful" (5). Most districts cited recruiting teachers in high-demand subject areas (94.8%) and improving the caliber of the teacher candidate pool (89.7%) as being potentially very helpful information (either 4 or 5). Recruiting teachers of color (79.5%); teacher retention (77%); technological applications of human resource management (74.5%); and teacher induction practices (74.4%) were the other most commonly cited areas of potentially helpful information. The only area which received a considerable number of "not helpful" ratings (1 or 2) was information on early retirement (35.9%).

Great City Colleges of Education Results

During the 1994-95 academic year, RNT mailed comprehensive surveys to members of the Council of the Great City Colleges of Education. Thirty-nine of the 50 Great City member colleges responded to the survey. (Since that time, ten additional colleges have joined the Council, bringing the total number of member colleges to 60). All responses were followed-up for clarity and verification. A range of questions was asked to document the services, opportunities, and special programs available for teacher preparation candidates. A profile of each institution was developed and entered into the RNT's Urban Helpline database. Major findings include:

Recruiting Minority Students

Recruitment and retention of minority students are major issues for colleges and their teacher preparation programs. Great City Colleges of Education were surveyed about their special efforts to recruit and retain minority students. Almost eighty-three percent of institutions have at least one such program, while 40% have more than one such program. The most common types of recruitment and retention programs include academic assistance/support (60%), special financial aid program (55%), flexible admissions standards (32.5%), and flexible course/academic requirements (22.5%) (see figure 8).

For example, the Minority Intern Program at the **University of Nebraska at Omaha** was created to both encourage minority interest in teaching as well as to further develop a professional staff within the Omaha Public Schools that reflect the racial diversity of the community. Students serve as teaching interns in the Omaha Public Schools for 15-20 hours a week for one academic year. A $2,000 stipend is paid for each year the intern is enrolled in the program.

Degrees and Certificates at Great City Schools

All of the Great City schools surveyed offer

Master's degree programs and 82.5% offer BA/BS degree programs in teacher preparation. In addition, 75% of colleges offer post-baccalaureate licensure programs. The Post-baccalaureate Teacher Certification Program at the **University of Arizona** offers professional training for teacher certification in Arizona. This is a non-degree granting program that offers training comparable to the undergraduate teacher preparation programs at the university. Students are selected based on college transcripts, cross-cultural experiences, language proficiency, and commitment to the profession as indicated by previous work or volunteer experience.

Placement in Urban Teaching Positions

Sixty percent of Great City Colleges offer special placement programs to interest graduates in urban teaching positions. The Teachers for Urban Schools is a collaborative program between the **University of Pittsburgh** and urban school districts offering clinical experiences in exemplary urban schools under the guidance of committed staff. Teacher preparation seminars and coursework are offered on school site by university and school district personnel. In addition, organized experiences occur with community groups. This unified program reflects the latest research about teaching and learning in urban settings, including multicultural curricula, types of learning styles, community organizations, family structures, and multiple types of student assessments.

Programs for Mid-Career Adults

Great City colleges of education have implemented a variety of programs for adult students making the transition into teaching from other career fields. Programs range from alternative licensure (43%), paraeducator-to-teacher programs (28%), internship or apprenticeship (25%), and test preparation (20%) (see figure 9). **Georgia State University**, for example, offers Alternative Preparation Programs in Early Childhood Education, Math, and Science. These programs allow professionals to begin a new career in teaching after a

year of full-time study and are designed for individuals with a bachelor's or other higher education degree. Teachers for Chicago is a collaborative program sponsored by the **Chicago Public Schools, Chicago Teachers Union**, and area universities including the **Chicago State University and Loyola University of Chicago**. Open to students who already have a bachelor's degree and wish to prepare for teaching in the Chicago Public Schools, the program allows participants earn a salary as teachers and pays for their tuition. In return, students agree to teach in the Chicago Public Schools for at least two years after completion of the program.

Preparing Teachers in High-Need Fields

Sixty percent of Great City Colleges offer special support to attract students to high-need areas (such as Bilingual or Special Education), while 35% offer more than one such program. Types of support include: special financial aid support (50%), academic assistance/support (35%), flexible course/academic requirements (15%), flexible admissions standards (12.5%), and credit for prior work experience (12.5%) (see figure 10). The Urban Partnership: Innovative Special Education Program is a special project at the **University of Colorado at Denver** which provides financial support for graduate students who wish to become special education teachers with the additional skills to work with children who have limited English proficiency. Students earn an endorsement or a master's degree in special education and a bilingual or ESL endorsement.

Great City School and College Demographics

Questions regarding school and college demographics were designed to provide general information about student enrollment and teacher selection. Colleges and districts were asked to provide this information with the understanding that approximations were acceptable.

Great City Colleges Demographics (see figure 11)

- The average size student body of the responding schools/colleges/departments of education (SCDE) is 2,086, ranging from a low of 100 students to a high of 5,000.

- 19.9% of students in responding Great City SCDEs are students of color, ranging from a low of 3% to a high of 95%. Removing the statistics of Morgan State University (a historically black university with a 95% student of color population), brings the average percentage of minority students to 17.5%.

- 57.4% of responding SCDE students are over 25 years old and 29.4% are male students.

- The Great City Colleges of Education responding to these questions (n=34) are currently preparing 70,946 students for teaching careers.

Great City School District Demographics (see figures 12 & 13)

- The Great City School Districts responding to this survey item (n=37) are educating 3,921,949 urban students and employ 238,993 teachers collectively[1].

- 32.8% of responding districts' teachers are minority. These numbers are consistent with the *1992-93 Indicators Report* published by the Council of the Great City Schools. Although that report determined ethnicity of teachers at several grade levels, the average for non-white teachers was 35.4%.

- 26.7% of teachers in responding districts are male, 7.8% are bilingual, and 53% are over 40 years old.

- 66.4% of students in responding Great City School districts are minority. According to the *Indicators Report*, 76.5% of students were minority.

Conclusions

One of the primary purposes of conducting these surveys was to compile individual profiles of Great City School Districts and Great City Colleges of Education in order to promote these institutions to potential teachers through RNT's public service campaign (a full list of individual profiles is available through Recruiting New Teachers, Inc.). RNT's Urban Helpline now has profiles of 79 Great City school districts and colleges entered into its 15,000-item database of resources. Through the release of RNT's new public service advertisement campaign in Great City media markets and outreach efforts by the Urban Teacher Collaborative, the Urban Helpline plans to offer referrals to over 10,000 individuals annually in Great City areas. Each respondent will be referred to Great City Schools or Colleges of Education as appropriate.

The data gathered from this survey also produced some notable findings about teacher demand, new teacher selection, school/college collaboration, district hiring priorities, and innovative recruitment practices.

- Perhaps most significant, these results confirm that there is immediate and/or anticipated demand for new teachers in urban schools for just about every teaching area. Moreover, the need for teachers of color and language minorities is immediate and pressing. While districts have implemented a wide range of efforts to address these needs, they have also indicated a need for more information and strategies for improving the quality and diversity of our urban teacher workforce.

- While the Great City Colleges of Education have implemented an array of innovative recruitment programs, the percentage of minority teacher education students at the Great City colleges of education is much lower than the current percentage of both minority teachers and minority students in Great City School districts (see figure 14). At the same time, there are

promising examples of schools and colleges working in innovative and effective collaborations, often attempting to meet several needs. For example, the **University of Arizona's** *Project BEAM (Bilingual Education and Math)* works with the Tucson school district and addresses two high need areas simultaneously. There needs to be more support and communication provided in order to showcase and replicate these and other successful minority teacher recruitment efforts.

• Urban school districts are using a wide variety of criteria when considering candidates for selection. Of the eleven possible criteria questioned, only video-taped sample lessons received a less than 20% response of "very useful." Moreover, only 38.5% rated overall college GPA as "useful" (3 on a 1 to 5 scale), while interviews, observations, and practice or actual teaching were rated much higher. This seems to support more innovative approaches to selection, such as urban teacher interview instruments and other experience-based and performance-based criteria.

• School districts are clearly in need of more information, resources and ideas on a full spectrum of human resource management strategies. None of the 10 human resource management strategies surveyed received a less than 25% response of "very helpful." Again, the survey identified promising samples of innovative recruitment efforts, but more sharing of information and ideas is needed.

The Urban Teacher Collaborative continues to explore new and innovative approaches to expanding and diversifying the pool of prospective teachers and teacher candidates for urban schools and colleges. Results from this survey will help inform new UTC programs and products including:

- Improved recruitment and referral networks that effectively link RNT's public service outreach and response campaign with local recruitment, retention and

support efforts at urban colleges and school districts to create improved career corridors for individuals underrepresented in teaching. RNT is currently working with several UTC partner cities to create such "model" networks.

- Improved information and communications via a Teacher Recruitment, Development, and Diversity Toolkit, currently under development by RNT, that will highlight the full range and detail of programs, strategies, and ideas for both district and college teacher recruitment needs.

- Improved communications and support through conferences, newsletters, state-wide initiatives, and other teacher development activities.

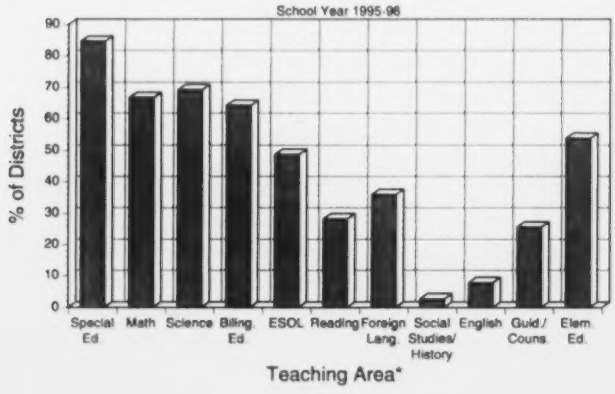
Notes

[1] The average student population of Great City school districts responding to this survey is 105,999, ranging from a low of 28,000 to a high of 640,000. The average teacher population of responding Great City districts is 6,459, ranging from 2,000 to 28,000. (Note that several of the nation's larger districts including New York, NY did not respond to this survey).

Special thanks to: John Galli, RNT Urban Helpline Counselor, for his work in compiling statistics and graphics, and Elaine Yoneoka for design and layout for this report.

Figure 1

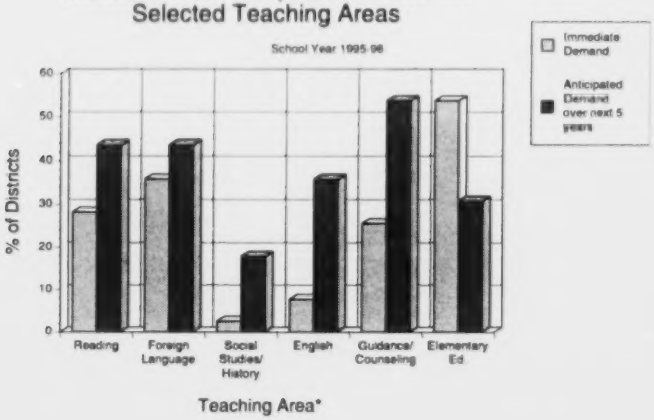
Immediate Demand for Teachers in All Teaching Areas



* Indicates demand across all grade levels

Figure 2

Immediate vs. Anticipated Demand for Selected Teaching Areas



*Indicates demand across all grade levels

Figure 3

Teacher Demand

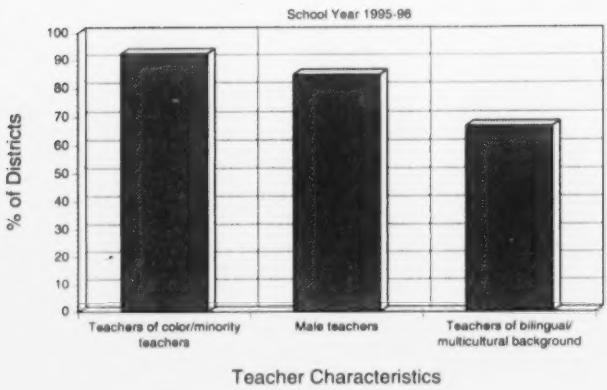


Figure 4

Great City District Recruiting Strategies

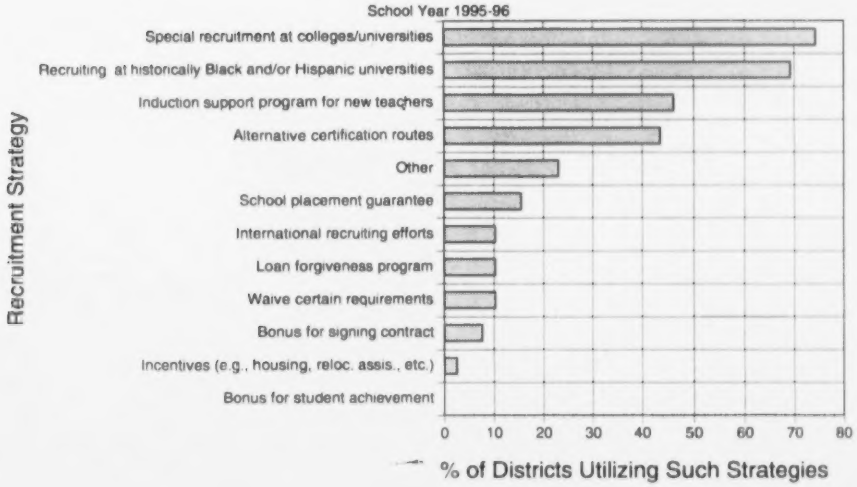


Figure 5

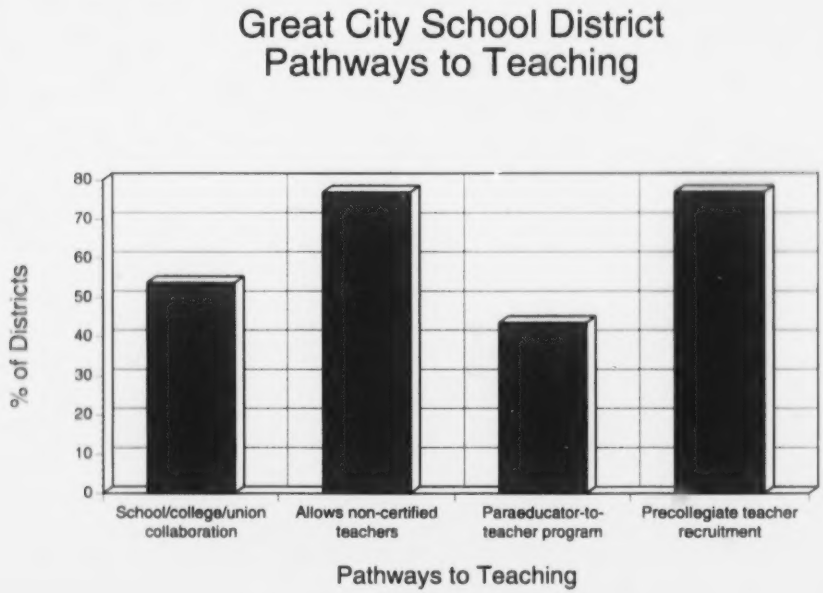

Great City School District
Pathways to Teaching
% of Districts
0
10
20
30
40
50
60
70
80
School/college/union collaboration
Allows non-certified teachers
Paraeducator-to-teacher program
Precollegiate teacher recruitment
Pathways to Teaching

Figure 6

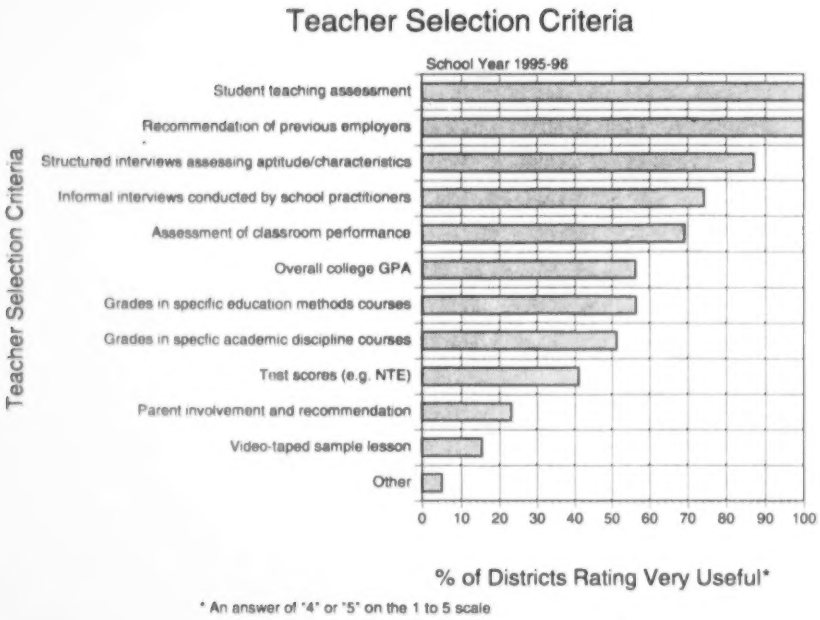

Teacher Selection Criteria
School Year 1995-96
Teacher Selection Criteria
Student teaching assessment
Recommendation of previous employers
Structured interviews assessing aptitude/characteristics
Informal interviews conducted by school practitioners
Assessment of classroom performance
Overall college GPA
Grades in specific education methods courses
Grades in specfic academic discipline courses
Test scores (e.g. NTE)
Parent involvement and recommendation
Video-taped sample lesson
Other
0 10 20 30 40 50 60 70 80 90 100
% of Districts Rating Very Useful*
* An answer of "4" or "5" on the 1 to 5 scale

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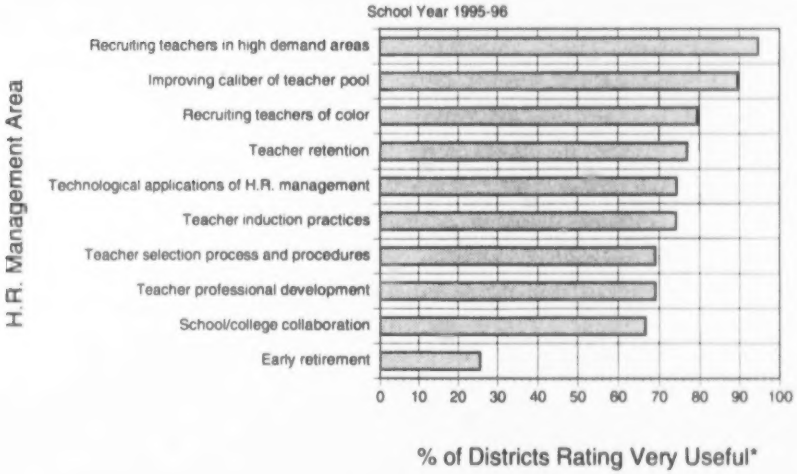
Figure 7

More Information About Human Resource Management Practices


School Year 1995-96
H.R. Management Area
Recruiting teachers in high demand areas
Improving caliber of teacher pool
Recruiting teachers of color
Teacher retention
Technological applications of H.R. management
Teacher induction practices
Teacher selection process and procedures
Teacher professional development
School/college collaboration
Early retirement
0 10 20 30 40 50 60 70 80 90 100
% of Districts Rating Very Useful*

*An answer of "4" or "5" on a 1 to 5 scale

Figure 8

Recruitment and Retention Strategies to Attract Minority Teacher Preparation Students

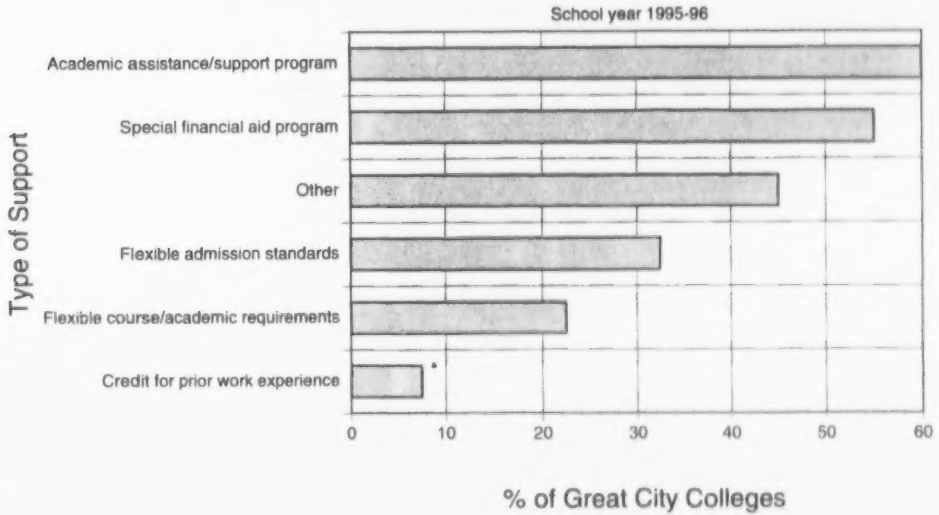


Figure 9

Teacher Preparation Opportunities for Midcareer Changers

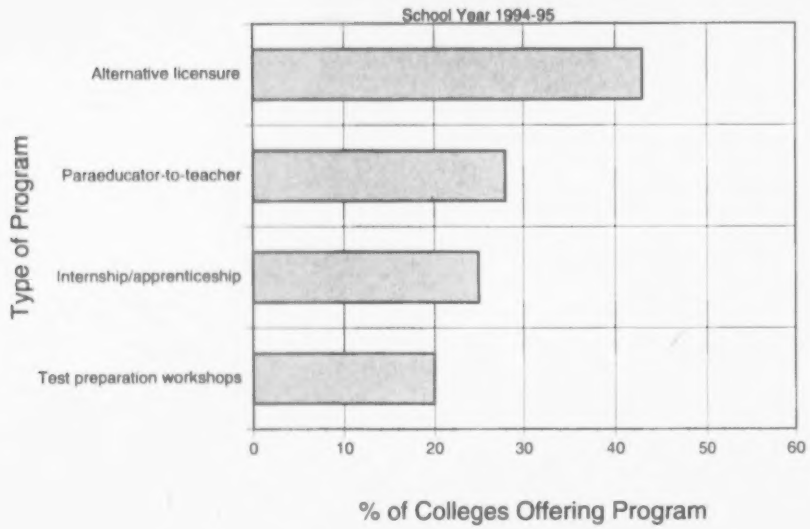


Figure 10

Programs to Attract and/or Prepare Teachers in High Need Areas

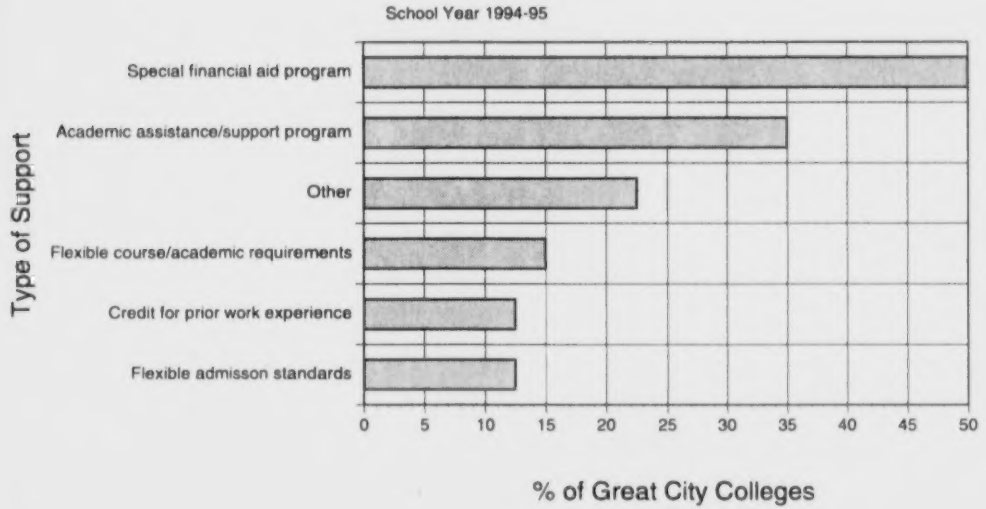
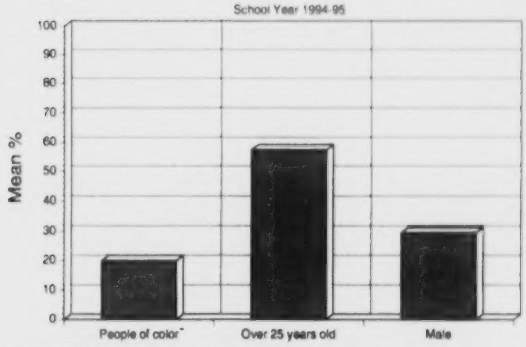


Figure 11

Student Demographics at Great City Colleges

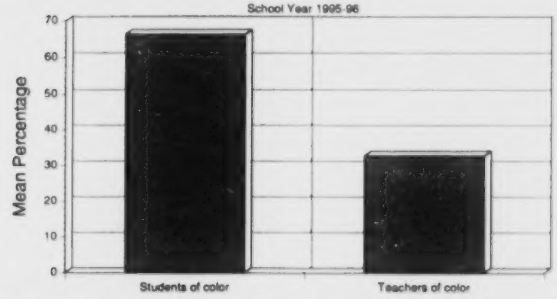


Average size of responding SCDE student body (N=34): **2,086**

Total # of responding SCDE's teacher preparation students (N=34): **70,946**

Figure 12

Students and Teachers of Color in Great City Districts**



Total student population**: **3,921,949**
Total teacher population**: **238,993**
Average student population**: **105,999**
Average teacher population**: **6,429**

**Based on 37 responding GCS districts

Figure 13

Characteristics of Teachers in Great City School Districts

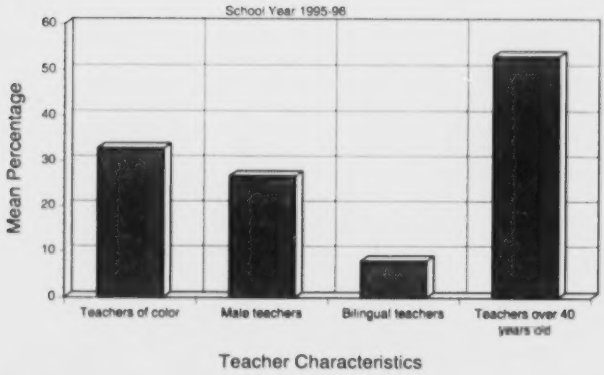


Figure 14

People of Color in Great City Schools